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ABSTRACT

This report contains 26 performance assessments for documenting student employability skills. Each performance assessment consists of the following: a competency; a terminal performance objective (outcome); competency builders and pupil performance objectives (criteria for documenting mastery of the objective); applied academic competencies; equipment, supplies and other resources to be provided; preparations to be made before assessment starts; a task; criteria for evaluation of task performance; and scoring section. The assessments cover the following employability skills: (1) investigate career options; (2) develop skills to locate, evaluate, and interpret career information; (3) participate in a career exploration activity; (4) using limited resources, develop an individual career plan and revise plan annually; (5) evaluate the relationship of self-esteem to work ethic; (6) analyze the relationship of personal values and goals to work ethic in and out of the workplace; (7) demonstrate work ethic; (8) demonstrate safety skills; (9) develop a resume; (10) complete the job application process; (11) demonstrate interviewing skills; (12) secure employment; (13) analyze the organizational structure of the workplace; (14) demonstrate accepted social and work behaviors; (15) demonstrate knowledge regarding diverse technology issues; (16) adapt to change; (17) analyze the importance of making informed personal financial decisions; (18) analyze the effects of family on work; (19) analyze the effects of work on family; (20) exercise the rights and responsibilities of citizenship in the workplace; (21) demonstrate effective teamwork skills; (22) use effective communication skills; and (23) evaluate the role of small business. (Some skills have more than one assessment.) The document also contains a key to the performance assessments, a blank performance assessment for developing assessments, a performance assessment critique, and an order form. (KC)

ED 397 263

Documenting Student Competence Through Effective Performance Assessments

Workshop Summary

Employability Skills

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1995

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Acknowledgments

Documenting Student Competence Through Effective Performance Assessments was written in cooperation with many people in the education community. The Ohio Department of Education, Division of Vocational and Adult Education, Performance Assessment Committee members: Ike Kershaw, chair; Larry Albanese, Will Waidelich, Dee Sturgill, Rich Wanco, and Robin White developed the workshop program and facilitated the development of the subsequent workshop summary.

The committee in charge of this effort certainly appreciated the time and effort of the quality teachers who participated in the workshops. The two-part workshop focused on refining skills in developing performance assessments and on the development of actual performance assessments that are being distributed in this workshop summary document. The following information is provided to help you understand the process that was used in developing this document.

Background

Sixteen OCAP areas participated in these workshops. Each OCAP area was represented by eight teachers and one state staff person. Each program area attended a workshop in February and one in April 1995. The first workshop was facilitated by Dr. Ann Johnson, a very experienced person in the area of performance assessment.

As a result of these workshops teachers not only upgraded their performance development skills but also generated a packet of performance assessments which measure OCAP competencies. Performance assessments were created as a result of each group's activities. These performance assessments will eventually be professionally edited and marketed through the Ohio Agricultural Education Curriculum Materials Service. At a minimum this document can be shared with teachers who were unable to attend the workshops. Teachers received credit for any assessments which were published.

Workshop Objectives:

- Refine skills in developing performance instruments
- Create performance assessment instruments that measure student mastery of OCAP competencies
- Use performance assessments to support instruction and learning
- Use performance assessments in documenting competency mastery as reported in the Career Passport
- Evaluate performance assessments created by others

Pages iv-v contain a key to the performance assessments. Teachers will find this useful when using the pre-developed performance assessments. Pages vi-ix contain a blank performance assessment for developing assessments for competencies not included in this document. Page x contains a performance assessment critique. Teachers will find this useful in evaluating these performance assessments as well as newly developed assessments. Finally, an order form is included on page xi to help in obtaining additional performance assessments.

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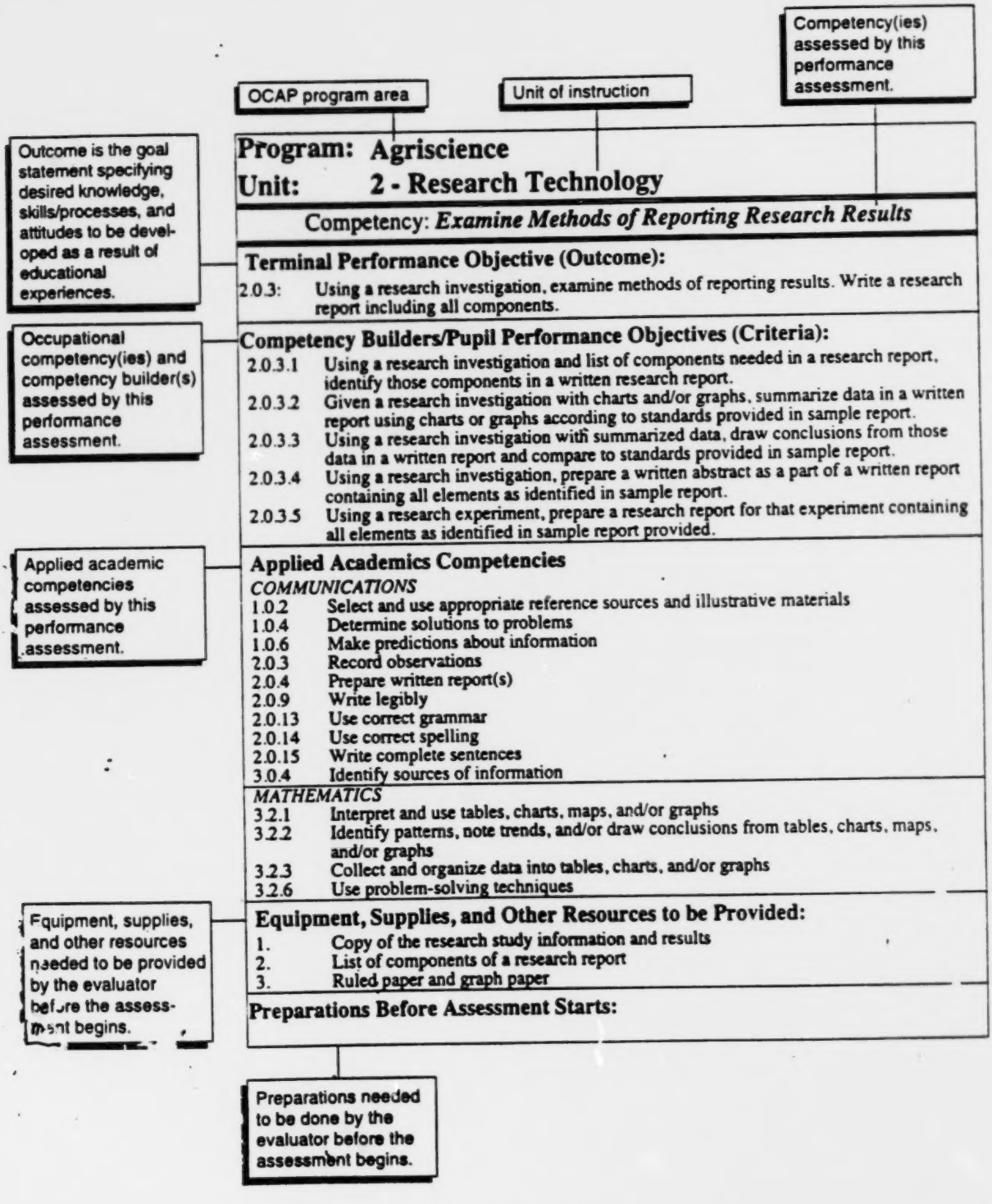
	Competency	Author, School
1.0.1	Investigate career options	Pat Waddington, Springfield HS
1.0.2	Develop skills to locate, evaluate, and interpret career information	Pat Waddington, Springfield HS
1.0.3	Participate in a career exploration activity	Pat Waddington, Springfield HS
1.0.4	Using limited resources,	
1.0.5	Develop an individual career plan, and	
1.0.6	Annually review and revise the individual career plan	Terry Kimball, Lawrence Co. CC
1.0.5	Develop an individual career plan	Jody Weidrick, Medina County CC
3.0.1	Evaluate the relationship of self-esteem to work ethic	Christine Rehard, Penta Co. JVS
3.0.2	Analyze the relationship of personal values and goals to work ethic in and out of the workplace	Tonda Edington, Warren Co. JVS
3.0.3	Demonstrate work ethic	Tonda Edington, Warren Co. JVS
3.0.4	Demonstrate safety skills	Tonda Edington, Warren Co. JVS
4.0.2	Develop a resume	Julie King, Warren Co. JVS
4.0.3	Complete the job application process	Julie King, Warren Co. JVS
4.0.4	Demonstrate interviewing skills	Becky Cooper, Penta Co. JVS
4.0.5	Secure employment	Becky Cooper, Penta Co. JVS
5.0.1	Analyze the organizational structure of the workplace	Becky Cooper, Penta Co. JVS
5.0.3	Demonstrate accepted social and work behaviors	Linda Parker, Live Oaks CDC
6.0.1	Demonstrate knowledge regarding diverse technology issues	John Romick, Belmont Career Ctr
7.0.2	Adapt to change	Nancy Roach, Miami Valley CTC
8.0.3	Analyze the importance of making informed personal financial decisions	Harold Henderson, Lawrence Co. CC
9.0.1	Analyze the effects of family on work	Marian Fraley, Miami Valley CTC
9.0.2	Analyze the effects of work on family	Marian Fraley, Miami Valley CTC
10.0.1	Exercise the rights and responsbilities of citizenship in the workplace	John Romick, Belmont Career Ctr
11.0.2	Demonstrate effective teamwork skills	Paul Bickmeier, Belmont Career Ctr
11.0.3	Utilize effective communication skills	Paul Bickmeier, Belmont Career Ctr
12.0.1	Evaluate the role of small business	Nancy Roach, Miami Valley CTC

KEY TO PERFORMANCE ASSESSMENTS


Competency(ies) assessed by this performance assessment.
OCAP program area
Unit of instruction
Outcome is the goal statement specifying desired knowledge, skills/processes, and attitudes to be developed as a result of educational experiences.
Occupational competency(ies) and competency builder(s) assessed by this performance assessment.
Applied academic competencies assessed by this performance assessment.
Equipment, supplies, and other resources needed to be provided by the evaluator before the assessment begins.
Preparations needed to be done by the evaluator before the assessment begins.
Program: Agriscience
Unit: 2 - Research Technology
Competency: Examine Methods of Reporting Research Results
Terminal Performance Objective (Outcome):
2.0.3: Using a research investigation, examine methods of reporting results. Write a research report including all components.
Competency Builders/Pupil Performance Objectives (Criteria):
2.0.3.1 Using a research investigation and list of components needed in a research report, identify those components in a written research report.
2.0.3.2 Given a research investigation with charts and/or graphs, summarize data in a written report using charts or graphs according to standards provided in sample report.
2.0.3.3 Using a research investigation with summarized data, draw conclusions from those data in a written report and compare to standards provided in sample report.
2.0.3.4 Using a research investigation, prepare a written abstract as a part of a written report containing all elements as identified in sample report.
2.0.3.5 Using a research experiment, prepare a research report for that experiment containing all elements as identified in sample report provided.
Applied Academics Competencies
COMMUNICATIONS
1.0.2 Select and use appropriate reference sources and illustrative materials
1.0.4 Determine solutions to problems
1.0.6 Make predictions about information
2.0.3 Record observations
2.0.4 Prepare written report(s)
2.0.9 Write legibly
2.0.13 Use correct grammar
2.0.14 Use correct spelling
2.0.15 Write complete sentences
3.0.4 Identify sources of information
MATHEMATICS
3.2.1 Interpret and use tables, charts, maps, and/or graphs
3.2.2 Identify patterns, note trends, and/or draw conclusions from tables, charts, maps, and/or graphs
3.2.3 Collect and organize data into tables, charts, and/or graphs
3.2.6 Use problem-solving techniques
Equipment, Supplies, and Other Resources to be Provided:
1. Copy of the research study information and results
2. List of components of a research report
3. Ruled paper and graph paper
Preparations Before Assessment Starts:

KEY TO PERFORMANCE ASSESSMENTS *(con't.)*

Task is a complex assignment activity requiring multiple responses to a challenging question or problem.

Task:
You are a research assistant who has been given the job of writing a research report. The research experiment has already been conducted and all necessary information is available. You are to write a research report which includes an abstract, the problem, hypothesis, data and results, analysis and conclusion. Your report will be submitted to the project director of the research program.

Student:	Name of student being assessed
Teacher or Designee:	Name of person giving the assessment
Date:	Date of the assessment
School/Employer:	Site of the assessment
Start Time:	Time assessment begins, if a timed assessment

Standard is an established level of achievement, quality of performance, or degree of proficiency.

Criteria are guidelines, rules, or principles by which student responses, products, or performances are judged.

How much weight is given to each criterion if not equal in weight.

Criteria *(Competency Builders)*	Seek Help	Skilled	Excellent	Weight
Problem	Does not relate purpose of investigation	Purpose identified but not in terms of an investigation	Clearly states the purpose of the investigation	
Hypothesis	Does not predict or relate to problem	Relates to problem	Relates to problem and is a logical prediction	
Summarize data using charts or graphs	Incomplete, incorrect data collection, not organized	Complete but lacks organization	Complete and clearly presented using tables or graphs	
Analysis	Little or no interpretation, does not relate a solution to problem	Solution presented but includes critical errors	Clear critical analysis and logical and reasonable interpretation of data	
Draw conclusions from summarized data	Does not relate a summary of investigation or relate hypothesis to results	Summary does not inform reader of all significant aspects of investigation or draw a relationship between hypothesis and results	Brief overview that informs of entire investigation and relates the hypothesis to the results	
Prepare abstract for research report	Abstract has errors or lacking data	Abstract complete, but lacks organization	Abstract is well organized and contains all components of the investigation	

Anchor(s) are the representative products or performances used to characterize each point on a scoring scale. They set the standards for performance. The top anchor is sometimes called the exemplar.

Time assessment ends, if a timed assessment.

Finish Time:

Total score, when weights are given to each criterion.

Score:

Author(s) of this performance assessment.

Portions of this assessment were submitted by Ann Johnson, Executive Director of Instruction, Ankeny Community Schools; William D. Waid[illegible]ich, Director, Ohio Agricultural Education Curriculum Materials Service, The Ohio State University; and Isaac Kershaw, VEPD Liaison, Division of Vocational and Adult Education, Ohio Department of Education.

Rubric is a definition of the measurement scale used to evaluate a student's performance. Consists of a fixed scale, a list of characteristics that describe criteria at each score point for a particular outcome, and sample references (anchors) for the various score points on the scale.

Program:

Unit:

Competency:

Terminal Performance Objective (Outcome):

Competency Builders/Pupil Performance Objectives (Criteria):

Applied Academics Competencies

Equipment, Supplies, and Other Resources to be Provided:
Preparations Before Assessment Starts:
Task:

Criteria (Competency Builders)				weight

Criteria (Competency Builders)				weight

Portions of this assessment were submitted by:

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Telephone (614) 292-4848, **FAX** (800) 292-4919 (24 hr)
Office Hours M-F: 7:30 am to 4:30 pm
1995

Performance Assessment Critique

Criteria	Excellent Refine through implementation	Skilled May need some refinement	Still Catching On Needs significant adjustments	Comments
Outcome	Multiple competencies are being measured to develop broad focus	Competency has a broad focus suitable for this type assessment, all components of TPO provided	Competency focuses on narrow skills development	
Task Identification	Real-world task is clearly defined, is related closely to the outcome, task is related to a "big idea"	Task focuses on real world situation, clarity may need to be refined, may be too structured	Contrived task, vague, difficult to see full relationship with outcome, too structured	
Task's Focus	Thought provoking, emphasis is on higher order thinking skills (e.g. diagnosis, analysis)	Challenging task, uses a realistic combination of recall and higher order thinking skills	Task focuses on recall/ memorization, parts are unconnected	
Rubric Criteria	Criteria selection is creative rather than repeating the builders, criteria match extent of task	Clearly defined criteria, all elements of the task are present, teacher's expectations clear	Too few criteria identified for scope of the task, teacher expectations are unclear	
Rubric Standards	Clearly defined with distinctly different levels of performance, focus on quality of work	Most performance levels are distinct from one another, some reliance on negatives, focus on quality	Difficult to tell the difference between levels of performance, focus on quantity, relies on negatives and/or adverbs	
Applied Academic Competencies	Appropriate and manageable competencies identified, selected competencies are measured in rubric	Appropriate and manageable number of competencies have been identified	Competencies are provided but are difficult to identify	
Other Document Contents	All critical info provided with non-critical but supportive info included	Minimum amount of critical information has been provided for successful use of the assessment	Sections of the document are incomplete	

ORDER FORM

DATE _____

OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

254 Agricultural Administration Building • The Ohio State University
2120 Fyffe Road • Columbus • Ohio • 43210-1067
Telephone: (614) 292-4848 – FAX (24 hr): (800) 292-4919

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Title
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FAX No. ( )

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❑ My check is enclosed for $ _____

❑ Charge my ❑ ❑ ❑ - Card # _____

Exp. date _____

Signature _____

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Program: **Career Development**

Unit: **1-**

Competency 1.0.1: ***Investigate Career Options***

Terminal Performance Objective (Outcome):

The student will explore aptitudes, interests and career options to formulate a written and oral report which includes five career options. The student must meet "acceptable" requirements on the attached rating sheet.

Competency Builders/Pupil Performance Objectives (Criteria):

1.0.1.1 Determine interests and aptitudes

1.0.1.2 Identify career options

1.0.1.3 Research interests, knowledge, abilities and skills needed in a occupation

1.0.1.4 Select career(s) that best match(es) interests and aptitude

1.0.1.5 Identify advantages and disadvantages of career options, including self employment and nontraditional careers.

Applied Academics Competencies

Computer skills

Punctuation

Grammar

Research skills

Organizational skills

Equipment, Supplies, and Other Resources to be Provided:

1. Computer
2. Ohio Career Information Systems (OCIS)
3. Library

Preparations Before Assessment Starts:

Guidance Counselor Introduces OCIS to Students

Task:

It is important to plan for the future and you are about to graduate from high school in the spring.

Your task is to develop a written report on five careers that are appealing to you. You will give an oral presentation on each.

Your completed work should demonstrate clarity of purpose, appropriate format, self direction, and constructive advice that benefits the audience as well as the writer.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Skilled**	**Accepted**	**Needs Help**	**Weight**
Clarity of purpose	Product consistently reflects stated purpose	Product usually reflects purpose	No apparent purpose	
Technical Style	Rules of technical style followed	Rules of technical style usually used	Inappropriate style	
Self directed	Included more items then minimum required	Completed minimum required	Did not meet minimum required	
Constructive advice	Audience clearly identified, needs consistently met	Audience identified, needs usually met	Audience needs ignored	
Finish Time		**Score**		

Portions of this assessment were submitted by Pat Waddington of Springfield High School.

Program: **Career Development**
Unit: **1 -**

Competency 1.0.2: ***Develop Skills to Locate, Evaluate, and Interpret Career Information.***

Terminal Performance Objective (Outcome):

Using Reference materials, and/or speakers, the student with research, identify and target a career for entry-level placement.

Competency Builders/Pupil Performance Objectives (Criteria):

1.0.2.1 Identify a range of career information resources

1.0.2.2 Use a range of resources to obtain career information (e.g.: handbooks, career materials, labor market information, and computerized career-information delivery systems).

1.0.2.3 Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g. Dictionary of Occupational Titles).

1.0.2.4 Describe the educational requirements of various occupations

1.0.2.5 Identify individuals in selected occupations as possible information resources, role models, or mentors

1.0.2.6 Describe the impact of factors such as population, climate, employment trends and geographic location on occupational opportunities.

1.0.2.7 Assess differences in wages, benefits, annual incomes, cost of living and job opportunities.

1.0.2.9 Determine labor market projections for selected career options.

Applied Academics Competencies

Computer use
Punctuation
Grammar
Research skills
Organize material

Equipment, Supplies, and Other Resources to be Provided:

1. Data
2. Handouts about careers
3. Computer
4. Ohio Career Information Systems (OCIS)
5. Library

Preparations Before Assessment Starts:

Guest speakers from business and industry and the employment agency.

Task:

Your high school has open enrollment with neighboring districts. The administration of your school want to get information to students about the career opportunities offered in your high school.

Your task is to develop a plan that will instruct the community about the many career opportunities in your district.

Your project will reflect self direction, identify alternatives, justify choices, and need your audience appeal with an oral presentation.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Acceptable**	**Needs Work**	**Weight**
Self directed	Included more items than the minimum required	Completed research necessary for the minimum required	Did not meet the minimum required items	
Identify alternatives	Explanation of alternatives and choices	List of alternatives	Did not list alternatives and choices	
Justify choices	Includes extra material	Includes minimum material	Did not include minimum material	
Audience appeal	Oral presentation is eye catching and attractive to audience	Interesting to audience	Did not appeal to audience	
Finish Time		**Score**		

Portions of this assessment were submitted by Pat Waddington of Springfield High School.

Program: **Career Development**

Unit: **1 -**

Competency 1.0.3: ***Participate in a Career Exploration Activity.***

Terminal Performance Objective (Outcome):

Given occupational information, the student will visit two places of employment and prepare written reports and deliver oral reports which meet acceptable criteria identified on the attached rating sheet.

Competency Builders/Pupil Performance Objectives (Criteria):

1.0.3.1 Identify career exploration activity (e.g. job shadowing, mentoring, volunteer experiences, part-time employment and cooperative education.

1.0.3.2 Compare traits, skills and characteristics required for specific career choices with individual's traits, skills and characteristics.

1.0.3.3 Recognize potential conflicts between personal characteristics and career choice areas.

1.0.3.4 Describe the impact of exploration activities on current career choices.

Applied Academics Competencies

Computer use
Punctuation
Grammar
Research skills
Organize material
Telephone skills
Letter writing skills

Equipment, Supplies, and Other Resources to be Provided:

1. Computer
2. Overhead projector
3. chalk board
4. phone

Preparations Before Assessment Starts:

Parent permission forms
Introduction letter sent to students business choices
Telephone contact to students business choices

Task:

Your high school is providing you with a day free from class to participate in a field experience.

Your task is to locate two career areas of your choice, contact two places of business and set up an appointment to visit the two places of employment. Remember the two career choices are of great interest to you.

Develop a plan for your visit and prepare a written and oral presentation to deliver to the class. Your project should have audience appeal, should be self directed, should be organized, and should allow you to draw conclusions from summarized data.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Skilled**	**Acceptable**	**Needs Work**	**Weight**
Audience appeal	Presentation is interesting and attractive to audience	Presentation is interesting	Presentation does not appeal to audience. It is not interesting.	
Self directed	Included more items then minimum required	Completed minimum required	Did not meet minimum required	
Organized	Typed, logical order in binder	Neat, Organized appearance	No logical order	
Draw Conclusion	Summarizes data and draws sound conclusions.	Summarizes data but draws limited conclusions.	Cannot analyze or summarize information.	
Finish Time		**Score**		

Portions of this assessment were submitted by Pat Waddington , Springfield HS

Program: Employability

Unit:

Competencies: 1..0.4 Using unlimited resources, which meet acceptable standards on all criteria..

1.0.5 Develop an individual career plan.

1.0.6 Annually review and revise the individual career plan.

Terminal Performance Objectives (Outcome):

1.0.4 Using unlimited resources, which meet acceptable standards on all criteria..
1.0.5 Develop an individual career plan.
1.0.6 Annually review and revise the individual career plan.

Competency Builders/Pupil Performance Objectives (Criteria):

1.0.4.1 Apply academic and vocational skills to achieve personal goals
1.0.4.2 Describe how skills developed in academic and vocational programs relate to career goals
1.0.4.3 Describe how education relates to the selection of college major, further training, and/or entry into the job market
1.0.4.4 Identify skills that can apply to a variety of occupational requirements
1.0.5.1 Identify career goal(s)
1.0.5.2 Identify worker conditions, education, training, and employment opportunities related to selected career goal(s)
1.0.5.3 Describe school and community resources available to achieve career goals*
1.0.5.4 Identify career ladders possible within selected career goal(s)*
1.0.5.5 Identify additional experiences needed to pursue career ladder*
1.0.5.6 Demonstrate the knowledge that changes may require retraining and upgrading of employees' skills
1.0.6.1 Identify experiences that have validated the specific career goal(s) listed on the individual career plan
1.0.6.2 Identify experiences that have changed the specific career goal(s) listed on the individual career plan
1.0.6.3 Modify the career goal(s) and educational plans on the individual career plan
1.0.6.4 Demonstrate how parents or guardians have provided input to the individual career plan process
1.0.6.5 Demonstrate the correlation between the individual career plan and the actual courses scheduled for ensuing years in high school
1.0.6.6 Demonstrate the correlation between the individual career plan and post secondary training, adult education or employment

Applied Academics Competencies

Written and oral communications skills

organizational skills

Equipment, Supplies, and Other Resources to be Provided:

Library Resources

Preparations Before Assessment Starts:

Task:

Given the resources, the students will prepare a career plan which will be placed in their file and updated annually.

This plan will consist of the following, in any order.

I. Student Career Goal (Discuss all of the following points)
   A. Nature of the work
   B. Working conditions
   C. Employment outlook (number of jobs)
   D. Education needed and qualifications
   E. Advancement
   F. Job Outlook

II. Within the plan, identify your skills and knowledge. (i.e.., basic math, higher math, science, people skills, etc.) and relate them to a chosen career.

III. Use a variety of written, technological and oral research, including at least one interview, to gather information.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria (Competency Builders)	Excellent	Acceptable	Seek Help	weight
Organizational Skills	Logically organized, with smooth transition one point to another point.	Logically organized	No Logical order	
Written Plan	Report typed, with title page, in binding.	Written on loose leaf paper, ink, legible, in binding.	Inappropriate paper, written in pencil, no binding.	
Information Gathered	Information is focused on student career goal, and supportive.	Information is focused on the student career goal.	Content should be more focused.	
Content	Went beyond required content; covered all areas discussed in the task; is grammatically correct.	Covered all areas discussed in the task and has only minimal errors.	Lacks areas discussed in the task; poorly written	
Realism	Student can use knowledge gained to make future career decisions and make adjustments.	Student can use knowledge gained to make future career plans.	Student cannot use this plan for career decisions.	

Criteria (Competency Builders)	Excellent	Acceptable	Seek Help	weight
Variety of research methods used	Student was creative in choosing resources; used a variety of oral and written methods.	Student limited choices to those suggested or used mostly written texts or materials.	Little evidence of research; only one or two research methods; activities used.	
Finish Time		**Score**		

Portions of this assessment were submitted by: Terry Kimball, Lawrence Co. CC

Program: EMPLOYABILITY SKILLS
Unit: UNIT 1: CAREER DEVELOPMENT

Competency: 1.0.5: Develop an individual career plan

Terminal Performance Objective (Outcome):

Develop an individual career plan using unlimited resources and present it to the class. The student must meet skilled level standards in all areas.

Competency Builders/Pupil Performance Objectives (Criteria):

1.0.5.1 Identify career goal(s)

1.0.5.2 Identify worker conditions, education, training, and employment opportunities related to selected career goal(s)

1.0.5.3 Describe school and community resources available to achieve career goals*

1.0.5.4 Identify career ladders possible within selected career goal(s)*

1.0.5.5 Identify additional experiences needed to pursue career ladder*

1.0.5.6 Demonstrate the knowledge that changes may require retraining and upgrading of employees' skills

Applied Academics Competencies

COMMUNICATIONS

MATHEMATICS

Equipment, Supplies, and Other Resources to be Provided:

Libraries for information of careers.

Preparations Before Assessment Starts:

Some idea of what they would like for a career.

Task: Students will develop an individual career plan and give a speech to other students outlining his/her career choice and reasons for that choice.	
Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria (**Competency Builders**)	EXCELLENT	SKILLED	NEEDS WORK	**Weight**
Identify career goals	Student will be able to list many different goals	Student will list some of the different goals	Student will list one goal	
Identify worker conditions, education, training, and employment opportunities related to selected career goal(s)	Student will be able to list many of the different working conditions, education, training, and employment opportunities	Student will list some of the different working conditions, education, training, and employment opportunities	Student will not be able list any of the working conditions, education, training, and employment opportunities	
Demonstrate the knowledge that changes may require retraining and upgrading of employees' skills	Will know many of the changes required in retraining and upgrading including club and organization available in career fields.	Will know some of the changes required in retraining and upgrading.	Will not know of any needed changes required in retraining and upgrading.	
Organizational and presentation skills	Logically organized. Creative and well delivered presentation.	Logically organized with practical presentation.	Lacks organization; presentation is unclear and poorly delivered.	
Finish Time:		**Score:**		

Portions of this assessment were submitted by: Jody Weidrick

Program: Employability Skills
Unit: 3 - Work Ethic

Competency: ***Evaluate the Relationship of Self-Esteem to Work Ethic***

Terminal Performance Objective (Outcome):

Using prepared notes, evaluate the relationship of self-esteem to work ethic by completing a case study and presenting your conclusions to the class.

Competency Builders/Pupil Performance Objectives (Criteria):

3.0.1.1 Identify special characteristics and abilities in self and others.
3.0.1.2 Identify internal and external factors that affect self-esteem.
3.0.1.3 Demonstrate how individual characteristics relate to achieving personal, social, educational and career goals.
3.0.1.4 Demonstrate the relationship between personal behavior and self-concept.

Applied Academics Competencies

COMMUNICATIONS
Public Speaking

Equipment, Supplies, and Other Resources to Be Provided:

1. Case Study
2. Rubrics

Preparations before Assessment Starts:

Discussion about self esteem, personal strengths and behaviors.

Task:

You are the manager of _____. A student from a local vocational school works with you approximately 15 hours per week. Over the course of time you have realized that student Jeremy is a worker who is highly influenced by being critiqued and by being praised. When you come to Jeremy with the slightest complaint, he closes up and tends to have a few hours of unproductive time. On the other hand, if Jeremy is complemented the opposite is true. He is on top of the world and will work extremely hard for you.

Jeremy is an asset to your business. He has the attendance, attitude and commitment that you wish more of your employees had. Jeremy is very talented in _____. Over time you have been encouraging Jeremy to attend the local community college and major in _____. He has finally gotten to the point where he is considering this as a major.

It has been interesting for you to see how much influence external sources have on Jeremy's personal self-esteem. I would like you to identify the strengths which Jeremy possesses. I would then like you to identify those internal and external factors which affect Jeremy's self-esteem and show how these factors may relate to his personal, social, educational and career goals. Last of all, relate how Jeremy's personal behavior affects his self concept. Be prepared to report on this information in a well organized oral presentation.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Average**	**Needs Improvement**	**Weight**
Identify special characteristics and abilities found in others.	Student can identify special characteristics and abilities found in Jeremy.	Student can identify characteristics and abilities found in Jeremy.	Student is not able to identify characteristics and abilities found in Jeremy.	
Identify internal and external factors which affect self esteem.	Student can identify the internal and external factors which affect Jeremy's self esteem.	Student can identify of the internal and external factors which affect Jeremy's self esteem.	Student is not able to identify the internal and external factors which affect Jeremy's self esteem.	
Demonstrate how these factors may relate to social, personal, educational, career goals.	Student can demonstrate how factors may relate to Jeremy's social, personal, educational and career goals.	Student can demonstrate how some factors may relate to Jeremy's social, personal, educational and career goals.	Student cannot demonstrate how factors relate to Jeremy's social, personal, educational and career goals.	

Criteria *(Competency Builders)*	**Excellent**	**Average**	**Needs Improvement**	**Weight**
Relates how personal behavior affects self concept.	Student can relate how Jeremy's personal behavior affects his self concept.	Student can relate how some of Jeremy's personal behaviors affect his self concept.	Student cannot relate how personal behavior affects Jeremy's self concept.	
Finish Time:		**Score:**		

Portions of this assessment were submitted by M. Christine Rehard, Penta County Vocational School, Perrysburg, Ohio.

Program: Employability
Unit: 3 - Work Ethic

Competency 3.0.2: ***Analyze the Relationship of Personal Values and Goals to Work Ethic In and Out of the Workplace***

Terminal Performance Objective (Outcome):
Given situations of three families, students will be able to identify short-term and long-term goals. Student must meet satisfactory standards on all criteria on the rating sheet.

Competency Builders/Pupil Performance Objectives (Criteria):

3.0.2.1 Distinguish between values and goals
3.0.2.4 Identify short-term and long-term goals
3.0.2.5 Prioritize personal goals
3.0.2.6 Describe how personal values are reflected in work ethic
3.0.2.8 Examine how life changes affect personal work ethic

Applied Academics Competencies

COMMUNICATIONS

MATHEMATICS

Equipment, Supplies, and Other Resources to Be Provided:

1. Case studies (with task)
2. Rubrics

Preparations before Assessment Starts:

General discussion of values, goals and lifestyles

Task:
Given examples of three typical families or individuals in a narrative form, students will identify and prioritize short- and long-term goals and values and identify the criteria in written form.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Superior**	**Satisfactory**	**Seek Help**	**Weight**
Distinguish between values and goals	Can distinguish between most of the values and goals presented.	Can identify difference between some values and goals.	Sees no difference.	
Identify short-term and long-term goals	Has clear understanding of how short-term goals lead to fulfillment of long-term goals.	Can recognize short-term and long-term goals.	Does not recognize goals as important.	
Prioritize personal goals	Identifies prioritization of short- and long-term goals. Describes motives.	Identifies priorities of goals.	Unable to identify priorities as described.	
Describe how personal values are reflected in work ethic	Able to describe how personal values are reflected in work ethics both in school and job situations.	Able to see how personal values affect work on the job site.	Sees no relationship.	
Examine how life changes affect personal work ethic	Can recognize personal life stages and predict changes in personal work ethic.	Can recognize life changes will affect work ethic.	Sees no correlation between the work ethic and life changes.	
Finish Time		**Score**		

Portions of this assessment were submitted by Tonda Edington and Juli King.

Michael Morris

Mike graduated from a tech prep program in auto mechanics. He attended the vocational school and then completed his two-year technician's training at the community college.

He has his own apartment in a large complex that has a pool and party room. He often entertains his friends on weekends.

Michael is 26 and has worked for five years at the local Ford dealership as a mechanic. He owns two Mustangs—a recent model that he drives and the other a classic that he is restoring to take to car shows. He makes about $24,000 a year at his job and on weekends he sometimes works on the cars of family and friends to make extra cash to spend on his classic car.

Mike plays softball and basketball on the Ford dealership's teams. He bowls in a league, and he often goes on fishing or hunting trips with friends.

His girlfriend is a cosmetologist. They have no definite plans for marriage, but sometimes they talk about marriage, a home, and family. Mike knows that his lifestyle will probably change before long.

Nancy Semmersby

Nancy is 32 years old, divorced, and the mother of 9-year-old twin girls. As a legal secretary, she makes $22,000 a year. The child support she gets from her ex-husband amounts to $450 per month.

Nancy rents a duplex apartment near her job. On Saturdays she baby-sits for the neighbor's 8-year-old daughter. In exchange for this, the neighbor watches Nancy's girls in the afternoons until Nancy can get home. In the morning, she does not have to leave until after she sees the girls get on the school bus.

On most Sundays, Nancy takes the children with her to church and then has dinner with her parents and her brother's family. On Tuesday and Thursday evenings, Nancy takes an exercise class at the Y while her children attend a dance class there.

On Wednesday evenings after work, Nancy picks up the girls at their Girl Scout meetings and the three of them choose a fast food restaurant for their "evening out."

On alternate Fridays and Saturdays, the girls stay at their dad's house. On these weeks Nancy must drive 50 miles to meet her ex-husband at the spot where they exchange the children. When she gets home Friday evenings, Nancy usually collapses at home with a pizza and TV. Occasionally she goes to a movie with a friend. Saturdays she does not get a break because of her baby-sitting agreement.

Nancy hopes to remarry someday, but she is so busy with her job and children that she finds little time for a social life. She believes that when her children are older, she will have more free time for herself.

Next summer Nancy wants to be able to send her daughters to camp for a week. While they spend a month with their father, Nancy plans to paint her apartment and go for a week's vacation to visit her sister in California.

Karla and Kevin Adamson

Karla and Kevin are in their late thirties, married, and the parents of a five-year-old son. Their second baby is due in four months.

Both Karla and Kevin have college degrees and have successful careers—Karla is a kindergarten teacher and Kevin is an executive with a large advertising firm. Kevin's annual salary is $62,000 and Karla's salary is $31,000.

They own a new home in a neighborhood known for its low crime rate and good schools. It is a convenient distance from a large shopping center and close to the church they attend.

Karla and Kevin often have work to do for their jobs in the evenings or on weekends. They frequently eat out or buy take-home meals. They have a cleaning person that comes once a week to keep the house in order and do the laundry.

On weekends they usually spend one day in a family activity with Charlie, their son. Occasionally, they get a baby-sitter and go into the nearby city to a play, movie, concert, or professional sports event. Each summer they take a family vacation. They both feel stress from their jobs and wish they had more time to spend on hobbies, sports, and with friends.

Karla is planning to take a year's leave from her job to stay at home with the new baby and to help Charlie start school next year. To cover expenses, they have been saving extra money to use while Karla is not employed.

Kevin has enrolled in an evening class to keep up with the newest trends in his field. This has added more pressure to the family situation.

Karla and Kevin are satisfied with the lifestyle they have chosen and the goals they have set for themselves—including college funds for their children. Often they find it difficult to balance all their responsibilities.

Program: Employability
Unit: Work Ethic

Competency: 3.0.3 ***Demonstrate work ethic***

Terminal Performance Objective (Outcome):

Students will demonstrate a positive work ethic through attendance, punctuality, cooperation, self-control, and completion of daily assignments.

Competency Builders/Pupil Performance Objectives (Criteria):

3.0.3.3 Demonstrate dependable attendance and punctuality
3.0.3.5 Adhere to schedules and deadlines
3.0.3.6 Demonstrate a willingness to learn
3.0.3.7 Demonstrate a willingness to accept feedback and evaluation
3.0.3.8 Demonstrate interpersonal skills required for working with and for others
3.0.3.10 Express feelings and ideas in an appropriate manner

Applied Academics Competencies

COMMUNICATIONS

Use of appropriate language in dealing with co-workers and supervisors

MATHEMATICS

Equipment, Supplies, and Other Resources to be Provided:

Preparations Before Assessment Starts:

See additional page # 3

Task:

Presented the classroom rules and the work ethic point system, students will demonstrate their willingness to learn, accept feedback and evaluation, demonstrate interpersonal skills, and express feelings and ideas in an appropriate manner.

See additional page #4

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria (Competency Builders)	Superior	Satisfactory	Unacceptable	Weight
Demonstrate dependable attendance and punctuality	95% attendance and punctuality record (9 days or less per yr.)	90%-94% attendance and punctuality record (10-18 days/tardies per yr.)	89% or less attendance and punctuality record (more than 18 days/tardies per yr.)	
Adhere to schedules and deadlines	Successfully completes 95% or better of daily work on daily assignment sheet	Successfully completes 75-94% of daily work on daily assignment sheet	Completes less than 75% of daily work on assignment sheet	
Demonstrate a willingness to learn, accept feedback, and evaluation	90% or above (See attached Work Ethic Sheet)	70-89% (See attached Work Ethic Sheet)	less than 70% (See attached Work Ethic Sheet)	
Demonstrate interpersonal skills	90% or above (See attached Work Ethic Sheet)	70-89% (See attached Work Ethic Sheet)	less than 70% (See attached Work Ethic Sheet)	
Express feelings and ideas appropriately	90% or above (See attached Work Ethic Sheet)	70-89% (See attached Work Ethic Sheet)	less than 70% (See attached Work Ethic Sheet)	
Finish Time		**Score**		

Portions of this assessment were submitted by: Tonda Edington and Juli King

EMPLOYABILITY

Grading Criteria

*Work Ethic	40%
Class Work, Assignments, Notes	30%
Tests and Quizzes	30%

***Work Ethic - The belief that hard work and self-discipline are a means to prosperity.**

*1. Attendance (absences, tardies, passes, lab requests)
2. Classroom rules

Hall Passes: At the beginning of each quarter 3 coupons (non-transferable) will be distributed which may be used as passes to the restroom, to get a drink, go to a locker, cover a tardy, get something from lab.

Without a coupon, such requests will cause points to be subtracted from the Work Ethic part of the grade.

Coupons may be saved and submitted to substitute for a missing assignment or for extra credit.

Lost coupons will not be replaced.

Classwork, Assignments, Notes: Assignments are to be done in class if assigned for class time, turned in at the beginning of the period if it is an assignment, and notes taken will be turned in at the end of the period for credit that day. If notes are not taken or if class is missed for any reason, the notes may be made up by doing 5 questions at the end of the chapter being discussed or notes may be taken on the section missed.

Tests and Quizzes: Tests count as 1 1/2 times a grade and Quizzes usually will all be added together at the end of a quarter.

Below are my expectations of you as a member of this class.

CLASSROOM RULES

1. Treat yourself and others with respect. (No foul language, prejudicial slurs, or disrespect to others —by the way—it's the LAW!)
2. Be in class every day on time (seated in assigned seat and have all materials needed).
3. If there is a concern, question, problem, complaint, etc. that concerns YOU, please discuss it with me before class, after class, before or after school, or schedule to see me 5th or 6th period.
4. One person to the restroom at a time and fill out a coupon or pass and I will initial it. Please do not leave during a speaker's presentation or during a test. Also, you are responsible for catching up on anything missed while you were gone.
5. One person speaks at a time.
6. Stay awake.
7. If you need help, ask ME. (NOT your neighbor or your neighbor's work—he/she may be wrong!)

EMPLOYABILITY

WORK ETHIC GRADE

Your Work Ethic grade is 40% of your nine weeks' grade. Basically, points are deducted for things that an employer would be upset with and would affect your chances for success on the job. Employers do not actually deduct points necessarily but these are all things that would have an effect on the employer's opinion of you and could eventually lead to your dismissal or keep you from being promoted.

V	Vandalism/Abuse of Materials	-10 to -50
App	Appearance (inappropriate dress or appearance)	-1
T	Tardy	-1 point/5 minutes
Ⓐ	Absent	-3 Unexcused
A		-2 Excused
	ISS	-5
	ISS from result of Employability discipline	-20
O	Out of Seat/Not where you're supposed to be	-1
X	Distracting (Noises, gestures, talking out of turn, etc.)	-2
L	Profanity/Vulgarity	-3 to -10
N	Not forward in seat	-2
R	Disrespect	-5
H	Harassment (of others) (prejudice, sexual, gay, etc.)	-2
NP	Not Prepared (no pen, paper, book, etc.)	-2
P	Pass (provided by instructor)	-3
NW	Not Working	-5 to -10
NS	No Show/Skipping or Removal from Class by Teacher	-10
S	Sleep/Head Down	-5
C	Copying	-5
B	Reading book or other materials	-1

Program: Employability
Unit: 3 - Work Ethic

Competency 3.0.4: ***Demonstrate Safety Skills***

Terminal Performance Objective (Outcome):

Given photographs of common safety violations, students will identify incorrect procedures, suggest corrective measures, and present solutions (with a demonstration) to fellow employees. Student must be rated "fully aware" in all rating areas.

Competency Builders/Pupil Performance Objectives (Criteria):

3.0.4.2 Identify safety hazards
3.0.4.4 Demonstrate appropriate care and use of equipment and facilities to ensure safety
3.0.4.5 Comply with safety and emergency procedures

Applied Academics Competencies

COMMUNICATIONS

Oral presentation of safety procedures by individual or group to a group or to the instructor

MATHEMATICS

Equipment, Supplies, and Other Resources to Be Provided:

1. Camera
2. Pictures of safety hazards on the job
3. Handouts on safety practices
4. Rubric

Preparations Before Assessment Starts:

Guest speaker brought in to speak on basic safety procedures and first aid

Task:
In your place of employment, a photographer was hired to take photographs for some public relations materials. Your boss noticed several safety hazards and has assigned you to identify the hazards, suggest corrective measures, and prepare a presentation to your fellow employees on safety skills.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Fully Aware**	**Aware**	**Seek Help**	**Weight**
Identify safety hazards	Can identify all safety hazards.	Can identify most of the safety hazards.	Identifies a few, if any, of the safety hazards.	
Demonstrate appropriate care and use of equipment and facilities to ensure safety	Presentation includes multiple safety and emergency procedures.	Presentation includes limited safety and emergency procedures.	Presentation includes unrealistic or dangerous safety and emergency procedures.	
Comply with safety and emergency procedures	Can suggest ways to eliminate hazards and bring the work area into compliance with safety regulations.	Can suggest some ways to eliminate hazards and bring the work area into compliance with safety regulations.	Suggest incorrect and incomplete solutions.	
Finish Time		**Score**		

Portions of this assessment were submitted by Tonda Edington and Juli King.

Program: Employability
Unit: 4 - Job-Seeking Skills

Competency 4.0.2: ***Develop a Resume***

Terminal Performance Objective (Outcome):

Using resources, develop a resume that meets satisfactory standards for all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

4.0.2.1 Identify personal strengths and weaknesses
4.0.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, work experience, and volunteer/community contributions, and organizational memberships
4.0.2.4 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
4.0.2.5 Secure references

Applied Academics Competencies

COMMUNICATIONS

Develop Spelling, Grammar, and organizational skills

MATHEMATICS

Equipment, Supplies, and Other Resources to Be Provided:

1. OCAPS
2. Phone books
3. Dictionaries
4. Thesaurus
5. Handouts
6. Program curriculum
7. Resume form

Preparations Before Assessment Starts:

Give a list of resume development places or schedule computer lab for preparation

Task:
You are ready to graduate and are seeking full-time employment in your field. Through a friend you learn of a specific job opening that appeals to you. Prepare a resume.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Superior**	**Satisfactory**	**Seek Help**	**Weight**
Develop Career objective	Objective is realistic, program-related, and shows ambition.	Objective is realistic and program-related.	Unknown or unrealistic.	
Personal strengths	Identifies personal strengths on resume. Limits acknowledgments of weaknesses.	Identifies limited number of strengths. List weaknesses.	Strengths not identified.	
List educational knowledge and training	Lists school, vocational training and on-the-job training correctly.	Lists most education and training.	Incomplete information.	
List accomplishments, achievements and memberships	Identifies achievements, memberships and accomplishments and their relation to career goals.	Identifies achievements, involvement, or memberships. List is incomplete.	Cannot identify own achievements or involvement.	
Work experience/ volunteer community contributions	Complete and accurate dates, addresses, and duties.	Complete and accurate dates and addresses.	Incomplete and unknown information.	
References	Complete and accurate names, addresses, relationships, and phone numbers of at least three varied references.	Complete and accurate names, addresses, and phone numbers of at least three references.	Relatives, less than three, or incomplete references.	
Preparation, grammar, spelling	Strong, impact, word processed, no grammar or spelling errors.	Word processed, no errors.	Word processed. Grammar and spelling errors.	

Criteria *(Competency Builders)*	**Superior**	**Satisfactory**	**Seek Help**	**Weight**
Organization	Logically organized.	Some organizational problems.	Organization lacks clarity and impact.	
Finish Time		**Score**		

Portions of this assessment were submitted by Juli King and Tonda Edington.

Program: Employability
Unit: 4- Job-Seeking Skills

Competency 4.0.3: ***Complete the Job Application Process***

Terminal Performance Objective (Outcome):

Given a mock employment setting, students will complete the job application process. The student must be satisfactory standards for all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

4.0.3.3 Demonstrate appropriate behaviors for obtaining job application forms (e.g. personal appearance, hygiene, and demeanor)
4.0.3.5 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
4.0.3.6 Return application to proper person
4.0.3.7 Request interview

Applied Academics Competencies

COMMUNICATIONS

Develop a spelling list of terms needed to fill out an application
Practice introductions and speaking skills and properly shaking hands

MATHEMATICS

Equipment, Supplies, and Other Resources to Be Provided:

1. Handouts
2. Application forms

Preparations Before Assessment Starts:

Set scene.

Task:
You are to enter the classroom as though it were a company with positions open in your area of training.
I am Mrs. Susie Smith of the ABC Company, and I am at the reception desk. You are to approach me for an application for employment. You are to take a seat, complete the application, and return it to me.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Superior**	**Satisfactory**	**Unacceptable**	**Weight**
Appropriate behavior (per. appearance, hygiene, and demeanor)	Approaches professionally, speaks clearly and mannerly and remains businesslike throughout	Approaches professionally, is courteous, and conversation is minimal	Forgets manners, converses with others, and approaches not seriously	
Legible written communication skills using correct grammar, spelling, and concise wording	Completes application error-free and all blanks filled correctly, completely, and accurately	Completes application error-free with few blanks (N/A type)	Has errors and leaves blanks	
Return application to proper person and request interview	Approaches receptionist professionally, thanks him/her, returns resume & application, & initiates possibility of an interview at that time	Approaches receptionist professionally, returns application, and requests interview at a later date	Reacts too familiarly or says nothing in returning application	
Finish Time		**Score**		

Portions of this assessment were submitted by Juli King and Tonda Edington.

Program: Employability Skills
Unit: 4 - Job Seeking Skills

Competency 4.0.4: ***Demonstrate Interviewing Skills***

Terminal Performance Objective (Outcome):

During a mock interview, conducted by a personnel director, the student will demonstrate appropriate interviewing skills. Students must be judged "skilled" in all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

4.0.4.1 Investigate interview procedures
4.0.4.2 Demonstrate appropriate behaviors (e.g. appearance, hygiene, and demeanor) for the interview
4.0.4.3 Demonstrate question and answer techniques
4.0.4.4 Demonstrate methods for handling difficult and/or illegal interview questions
4.0.4.5 Use correct grammar and concise wording

Applied Academics Competencies

COMMUNICATIONS

Verbal communications

MATHEMATICS

Equipment, Supplies, and Other Resources to Be Provided:

1. Video camera.
2. Desk and chairs set up facing together.

Preparations Before Assessment Starts:

Students should fill out applications and prepare resumes. Interviewers should be contacted and dates confirmed.

Task:
A teacher at school has just informed you that an employer has called and is looking for a student in your vocational area to work full-time after graduation. All you have to do is call the employer and set up a time for an interview. After arranging a time, you must go to the interview and demonstrate appropriate behaviors, question and answer techniques, and use correct grammar and concise wording. Your interview will be video taped.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Skilled**	**Needs Help**	**Weight**
Demonstrate appropriate behaviors for the interview.	Student shows excellent appearance, hygiene, and demeanor.	Student shows acceptable appearance, hygiene, and demeanor.	Student does not show appropriate appearance, hygiene, and demeanor.	
Demonstrate question and answer techniques.	Student answers interview questions correctly and confidently and asks questions at some point.	Student answers interview questions with some confidence. Asks some questions when prompted	Student cannot answer some questions and asks no questions.	
Demonstrate methods for handling difficult and/or illegal interview questions.	Student answers difficult questions with a positive response and student fully understands options in handling illegal questions.	Student answers difficult questions with little hesitation and understands options in answering illegal questions.	Student does not answer difficult questions at all or is unaware of appropriate method of answering illegal questions.	
Use correct grammar and concise wording.	Student speaks clearly and confidently using professional grammar.	Student uses appropriate grammar and wording.	Student mumbles or uses slang and does not use correct grammar and concise wording.	
Finish Time		**Score**		

Portions of this assessment were submitted by Rebecca Cooper.

Program: Employability Skills
Unit: 4 - Job Seeking Skills

Competency 4.0.5: ***Secure Employment***

Terminal Performance Objective (Outcome):

In a mock employment situation the student will complete all steps necessary to secure employment and must be judged skilled in all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

4.0.5.1 Identify present and future employment opportunities within an occupation/organization.
4.0.5.2 Research the organization/company.
4.0.5.3 Use follow-up techniques to enhance employment potential.
4.0.5.4 Evaluate job offer(s)
4.0.5.5 Respond to job offer(s)

Applied Academics Competencies

COMMUNICATIONS

Written communications (follow-up letter)
Verbal communications (phone calls)

MATHEMATICS

Equipment, Supplies, and Other Resources to Be Provided:

One day spent in the library to utilize research materials or provide students with phone book, newspapers, trade journals, etc. in class.

Preparations Before Assessment Starts:

Task:

You are looking for a job in your vocational field. You will graduate this year and would like to secure a full-time job starting in June. You have two years of training at your vocational school but no work experience. First, you need to find at least five openings or potential openings in your vocational field that you would be qualified for. You may go to the library and use newspapers, trade journals, industrial directories, the phone book, or other sources of information. Once you have found at least five opportunities, you should research the organizations. You should find out a name of who to contact, information about the company such as size, product information, and financial facts, and any recent news about the company. You may do this by directly contacting the employer or by using library resources.

After a mock interview with two employers, you will enhance your employment potential by following up. Write a follow-up letter to the employers summarizing your interview and stressing your desire for the job.

Congratulations! You have been offered a job! Before accepting, however, you must evaluate the job offers and respond accordingly. You will be required to write an acceptance and rejection letter to the employers and to explain your decision to the class.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Skilled**	**Needs Help**	**Weight**
Identify present and future employment opportunities within an occupation or organization.	Student finds at least seven different employment opportunities.	Student finds at least five different employment opportunities.	Student finds less than five opportunities for employment.	
Research the organization or company.	Student gathers important information not known to the public about the organization using various sources such as the library or phone contacts.	Student gathers public information about the company through easy to access sources.	Student does not research the organization.	
Use follow-up techniques to enhance employment potential.	Student prepares two error-free, professional follow up letters to submit to the employer. Letters positively enhance employment potential.	Student prepares acceptable letters with few errors.	Student's letters have numerous grammatical errors and will not positively enhance employment potential.	

Criteria *(Competency Builders)*	**Excellent**	**Skilled**	**Needs Help**	**Weight**
Evaluate and respond to job offer(s).	Student utilizes decision making process, weighs the pros and cons of accepting the offer, and writes two professional error-free responses.	Student weighs pros and cons to offer and makes acceptable responses with few errors.	Student makes a decision without thought and does not respond to employer.	
Finish Time		**Score**		

Portions of this assessment were submitted by Rebecca Cooper.

Program: Employability Skills
Unit: 5 - Job Retention and Career Advancement

Competency 5.0.1: ***Analyze the Organizational Structure of the Workplace***

Terminal Performance Objective (Outcome):

Given a student handbook from their own school and an employee handbook from a local business, the student will write their own employee handbook for a business in their vocational field. The hand book must be judged acceptable for all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

5.0.1.1 Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene.
5.0.1.2 Comply with company policies and procedures.
5.0.1.3 Examine the role/relationship between employee and employer.
5.0.1.4 Recognize opportunities for advancement and reasons for termination.
5.0.1.5 Recognize the organization's ethics.

Applied Academics Competencies

COMMUNICATIONS

Written communications

MATHEMATICS

Equipment, Supplies, and Other Resources to Be Provided:

Construction paper

Preparations Before Assessment Starts:

Get student handouts and employee handbooks

Task:
You have just opened up your own small business. Before you begin hiring your new employees, you need to create some type of structure for your organization. Using your student handbook and the employee handbook given to you in class as examples, write your own employee handbook. Include your expectations of employees regarding job performance, work habits, attitudes, personal appearance, and hygiene; company policies and procedures; employee/employer roles and relationships; methods of advancement in the company and reasons for termination; and your business ethics.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Above and Beyond more thought process**	**Acceptable**	**Needs Help**	**Weight**
Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene.	Student makes clear in handbook that employees must exhibit professionalism in all of the listed expectations.	Student includes all listed expectations in handbook.	Student does not include all listed expectations in handbook or expectations listed are not reflective of business.	
Comply with company policies and procedures.	Student clearly states complete list of company policies and procedures.	Student includes some company policies and procedures.	Policies and procedures are unrealistic or omitted.	
Examine the role/relationship between employee and employer.	Student clearly spells out the role of employees and employer and includes an organization chart defining relationships.	Student gives adequate summary of the roles and relationships of employee and employer.	Student does not show role/ relationship between employee and employer or role shown is unclear.	
Recognize opportunities for advancement and reasons for termination.	Student creates concise steps/levels including specific requirements for advancement and specific reasons for termination.	Student includes requirements for advancement and reasons for termination.	Student does not give advancement requirements or reasons for termination or requirements for termination is unreasonable.	

Criteria *(Competency Builders)*	**Above and Beyond more thought process**	**Acceptable**	**Needs Help**	**Weight**
Recognize the organization's ethics.	Student develops a professional ethics code consistent with present day workplace standards.	Student develops an acceptable ethics code, but code was not reflective of today's workplace.	Student did not include ethics code.	
Finish Time		**Score**		

Portions of this assessment were submitted by Rebecca L. Cooper.

Program:	**EMPLOYABILITY SKILLS**
Unit:	**5**

Competency 5.0.3: ***DEMONSTRATE ACCEPTED SOCIAL AND WORK BEHAVIORS***

Terminal Performance Objective (Outcome):

While with employers, administrators, and co-workers attending a business luncheon DEMONSTRATE ACCEPTABLE SOCIAL AND WORK BEHAVIOR SKILLS. At the business LUNCHEON you and your employer will assess your behavior and it must be judged on all criteria. (Self assessment and business leader assessment.)

Competency Builders/Pupil Performance Objectives (Criteria):

5.0.3.1 Demonstrate a positive attitude

5.0.3.2 Demonstrate accepted conversation skills

5.0.3.3 Use good manners

5.0.3.5 Demonstrate good personal hygiene

5.0.3.6 Demonstrate knowledge of employee position

Applied Academics Competencies

Communication

Equipment, Supplies, and Other Resources to be Provided:

Video: social manners and table manners

Preparations Before Assessment Starts:

Task:
As an employee you will be attending a business luncheon with your employer and fellow coworkers. You should demonstrate accepted social and work behavior.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Skilled**	**Seek Help**	**Weight**
Demonstrates good social manners and good table manners	Applies and sets example for social manners and table manners	Follows others lead in displaying acceptable social manners and table manners	Does not follow or use good social manners and/or good table manners	
Demonstrates positive attitude	Positive, enthusiastic, in body and verbal language.	Exhibits some positive body and verbal language.	Does not exhibit positive body language and/or positive verbal language	
Demonstrates acceptable conversation skills	Stimulates conversation using professional language skills	Participates in conversation using acceptable language skills	Limited to no participation and/or poor use of language skills	
Demonstrates good personal hygiene/dress	Professional dress and good personal grooming	Acceptable dress and acceptable grooming	unacceptable dress and/or grooming	
Demonstrates knowledge of position-- employee status	Applies appropriate employee expectations and limitations	Applies acceptable employee expectations and limitations	Unacceptable employee expectations and/or limitations.	
Finish Time		**Score**		

Portions of this assessment were submitted by Linda Parker, instructor, Live Oaks CDC

Program: Employability Skills
Unit: 6 Technology in the Workplace

Competency: ***6.0.1 Demonstrate knowledge regarding diverse technology issues***

Terminal Performance Objective (Outcome):

Gain and demonstrate knowledge regarding diverse technology issues by creating a presentation that details the impact and evolution of a technological process tracing its history from inception to present and future implications (example: block printing to moveable type to cast type to electronic typesetting). The presentation must be judged acceptable for all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

6.0.1.1 Demonstrate knowledge of the characteristics of technology

6.0.1.3 Assess the impact of technology on the individual, society, and environment

6.0.1.4 Demonstrate knowledge of the evolution of technology

6.0.1.5 Identify people, information, tools, and machines, energy, capital, physical space and time as resources for technology

Applied Academics Competencies

COMMUNICATIONS

1.0.2 Select and use appropriate reference sources and illustrative materials

1.0.5 Identify details such as who, what, why, where, when, or how

2.0.4 Prepare written report(s)

4.0.1 Present a researched topic

4.0.13 Use visual media

Equipment, Supplies, and Other Resources to be Provided:

1. References
2. Audio visual supplies
3. Word processing equipment and software supplies to create models, mock-ups etc.

Preparations Before Assessment Starts:

Task:

Choose an area of technology that interests you. Select from within that area a tool, instrument, concept, or process that has undergone change (evolution) during its lifetime. Research these changes as to who, what, where, when, and how. Also in your presentation, address the impact of these changes on the individual, society and the environment.

As a minimum, the presentation must be written and of sufficient content to accomplish the task as assigned. In addition to the minimum written presentation, the superior rating may be earned by a presentation that adds oral presentation, audio-visual offerings, displays, models or combinations of these to enhance its written content.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria (Competency Builders)	Superior	Acceptable	Unacceptable	weight
Topic Selection 6.0.1.1 / 6.0.1.4	Well Defined, Narrow, Easily researched	Somewhat broad but manageable	Overly Broad Can't be accomplished	
Research 6.0.15 1.0.2 / 1.0.5	Definitive, Multiple Sources, Authoritative, Complete	Adequate Multiple Sources Complete	Unrelated Invalid Resources Incomplete	
Written presentation (required) 2.0.4	Organized, Well Written, Sequential Impeccable Formatted	Organized Grammatically Correct Neat	Disjointed Poor Mechanics Formless Sloppy	
Conclusions on Impact 6.0.1.3	Well thought out including an eye to the future	Includes past and present only	Incomplete or lacking	
Verbal Presentation (Optional) 4.0.1	Follows written offering. Excellent Presentation	Evidence of preparation Adequately done	Lacks preparation Misses points of written instrument	
Visual Media (optional) 4.0.13	Appropriate, Applicable, Plentiful Professional Quality	Appropriate Quantity adequate Neat	Miss the mark Insufficient Poorly Done	
Other (list)	Evaluate	As	Required	
Finish Time:		**Score:**		

Portions of this assessment were submitted by: John W. Romick, Belmont Career Center

Program:	**EMPLOYABILITY SKILLS**
Unit:	**Lifelong Learning**

Competency 7.0.2: Adapt to change

Terminal Performance Objective (Outcome):

With prepared notes, deliver a group presentation which demonstrates how to deal effectively with change in everyday life in order to build a satisfying career and lifestyle. The final report must be judged acceptable for all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

7.0.2.1 Analyze the causes and effects of change

7.0.2.2 Identify the effect of change on goals

7.0.2.3 Describe the importance of flexibility when reevaluating goals

7.0.2.4 Evaluate the need for life-long learning experiences to adapt to changes

7.0.2.5 Participation life-long learning activities

Applied Academics Competencies

COMMUNICATION

Equipment, Supplies, and Other Resources to be Provided:

Preparations Before Assessment Starts:

Task:

Using the decision-making process work in small groups and identify unexpected changes that can occur in a single-life cycle, a family life cycle, and on the job. Then, identify how you could adjust to those changes. Present your findings to the class.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Acceptable**	**Unacceptable**	**Weight**
Identify and analyze change and its cause	Identified 5 changes, and analyzed causes, for single-life, family life and on job.	Identified 4 changes and listed causes for single-life, family life and on job.	Could not identify changes or recognize causes.	
Identify alternatives and compare/contrast the advantages/ disadvantages	Listed 3 alternatives and compared and contrasted for each of the 3 areas. (single, family and job).	Listed 3 alternatives for each of the 3 areas.	Could not identify alternatives and advantages/disadvantages for each of the 3 areas	
Understands personal reactions to change and chooses appropriate methods to react to change	Identifies personal reactions to change. Chooses a method with positive results. Explains reasons for choice.	Identifies some personal reactions to change. Chooses a method.	Cannot identify personal reactions. Cannot identify personal reactions. Makes no choices.	
Finish Time		**Score**		

Portions of this assessment were submitted by Nancy Roach, Miami Valley Career Technology Center

Program: Employability
Unit: 8 -

Competency 8.0.3: ***Analyze the Importance of Making Informed Personal Financial Decisions.***

Terminal Performance Objective (Outcome):

Using unlimited resources, and notes as needed develop both a written budget and an oral presentation describing your analysis of that budget. Both the budget and the oral report must be judged satisfactory.

Competency Builders/Pupil Performance Objectives (Criteria):

8.0.3.2 Create a personal budget
8.0.3.3 Create a budget for a family of four for one month
8.0.3.4 Explain how credit affects personal/family finances

Applied Academics Competencies

COMMUNICATIONS

MATHEMATICS

Equipment, Supplies, and Other Resources to Be Provided:

Preparations Before Assessment Starts:

Task:

Prepare a budget listing income and expenses for a family of four for a three month period and provide an oral presentation demonstrating self-direction, realistic application, organizational skills, and showing justification of choices. Draw conclusions from your prepared materials and present these.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	

Criteria *(Competency Builders)*	**Superior**	**Satisfactory**	**Unacceptable**	**Weight**
Self directed	Included more items than the minimum list.	Completed research necessary for the minimum budget.	Did not gather all the minimum items.	
Realistic Information	Based on local economy. Balanced. Creative.	Based on local economy and balanced.	Unrealistic numbers, poor math.	
Organizational Skills	Typed logically organized bound record of budget.	Neat organized appearance of the budget.	No logical order.	
Justifies Choices	Logical choices and reasoning for choices. Choices reflect research.	Some choices questionable. Research not used.	No choices listed or no justification.	
Draw Conclusions	Gives an overview of the budget and relates its results to their financial choices throughout the 3 months. Draws logical conclusions based on research and results.	Identifies conclusions. Limited use of results to draw effective conclusions.	Cannot analyze the budget results.	
Finish Time:		**Score:**		

Portions of this assessment were submitted by Harold Henderson, Lawrence County Career Center.

Program: EMPLOYABILITY SKILLS
Unit: 9 Balancing Work and Family

Competency 9.0.1: Analyze the effects of family on work

Terminal Performance Objective (Outcome):

After viewing a "family" television show, analyze the effects of work and family and prepare a written report. The report must be judged acceptable for all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

9.0.1.1 Recognize how family values, goals and priorities are reflected in the workplace

9.0.1.2 Identify present (and future) family structures and responsibilities

9.0.1.3 Describe personal and family roles.

9.0.1.4 Analyze concerns of working parents

9.0.1.5 Examine how family responsibilities can conflict with work

9.0.1.6 Identify ways to resolve family-related conflicts

9.0.1.7 Explain how to use support systems/community resources to help resolve family related conflicts.

Applied Academics Competencies

COMMUNICATION

Organize information

Oral communication skills

Summarization skills

Equipment, Supplies, and Other Resources to be Provided:

Television listing of prime-time "family" oriented shows, channels and times

Preparations Before Assessment Starts:

View show of teams choice

Program:	**EMPLOYABILITY SKILLS**
Unit:	**9 Balancing Work and Family**

Competency 9.0.2: Analyze the effects of work on family

Terminal Performance Objective (Outcome):

With other group members, develop a resource to help families cope with the effects of work on families. The resource must be judged as excellent in criteria 1, 2, 3 and 4 and acceptable in criteria 5 and 6.

Competency Builders/Pupil Performance Objectives (Criteria):

9.0.2.3 Explain how work can conflict with family responsibilities

9.0.2.4 Explain how work-related stress can affect families

9.0.2.5 Identify family support systems and resources.

Applied Academics Competencies

COMMUNICATION

Oral communication skills

Equipment, Supplies, and Other Resources to be Provided:

Preparations Before Assessment Starts:

Task:
Your team's responsibility is to develop a resource that will aid families in coping with conflict and stress between work and family, identifying community resources that reinforce harmonious working families.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Acceptable**	**Needs Improvement**	**Weight**
Specifications 1	Well organized, clear, concise, accurate and complete	Accurate and complete, but organization weak.	Lacks clarity. Is inaccurate and incomplete.	
Conflict between family and work 2	Justifies the need to resolve conflict	Identifies conflict between family and work	Does not see conflict between work and family	
Work related stress' affect on families 3	Identifies stressors and provides alternatives for relieving stress.	Identifies stressors	Cannot identify stress' impact on family.	
Family support systems resources 4	Show in-depth investigation into support systems and resources.	Identifies a few support systems and resources.	Cannot identify support systems and resources.	
Group process 5	Applies teamwork concepts to complete task. Completes all responsibilities. Cooperates with group members. Creates quality project.	Completes some responsibilities. May have conflict (minimal) in group.	Does not participate.	
Creativity and impact of resource. 6	Demonstrates creativity. Provides impact. Develops interest. Is clear and concise.	Show some creativity. Limited impact. Little interest development.	Boring resource.	
Finish Time		**Score**		

Portions of this assessment were submitted by Marian Fraley, Miami Valley Career Technology Center

Program: Employability Skills
Unit: 10 Citizenship in the Workplace

Competency: ***10.0.1 Exercise the rights and responsibilities of citizenship in the workplace***

Terminal Performance Objective (Outcome):

Using notes and working with group members, prepare a written report and participate in a debate analyzing a historical labor/management dispute. The written and oral presentations must be judged "skilled" for all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

10.0.1.1 Identify the basic rights and responsibilities of citizenship in the workplace.

10.0.1.2 Identify situations in which compromise is necessary.

10.0.1.3 Examine how individuals from various backgrounds contribute to work-related situations.

10.0.1.4 Demonstrate initiative to facilitate cooperation.

10.0.1.5 Give and receive constructive criticism to enhance cooperation.

Applied Academics Competencies

COMMUNICATIONS

1.0.2 Select and use appropriate reference sources and illustrative material

1.0.12 Differentiate facts and opinions

1.0.14 Explain cause-and-effect relationships

2.1.10 Organize facts, details and examples in logical order

3.0.1 Demonstrate effective listening skills

3.0.9 Distinguish between fact and opinion

4.0.1 Present a researched topic

4.0.3 Participate in discussions

4.0.6 Organize presentation

4.0.11 Demonstrate techniques of speech delivery

Equipment, Supplies, and Other Resources to be Provided:

1. References
2. Audio Visual Supplies
3. Classroom management strategy conducive to team debate format with mediators/arbitrators.

Preparations Before Assessment Starts:

Assign groups or let students choose.

Task:

You will be participating in a group debate. There will be the typical "For" and "Against" groups, in this case a group Expousing the history, actions, and goals of the management side, and a group doing likewise for the labor contingency, and a third and, by design, smaller group which will serve as mediators or arbitrators to weigh the merits of each team's argument.

The subject labor dispute to be debated can also be a subject of participant or teacher choice. The auto and coal mining industries come to mind if one wants to delve into history, while a baseball strike is more current in the news.

It will be the task of the two debate teams to present both written and oral arguments to the mediation team (and teacher). Their presentations should address the historical background and workplace citizenship issues involved. The need for and results of any compromise involved should also be highlighted.

It will be the task of the mediator/arbitrator team to write a report on the merits of each team's presentation and weigh the merits of each. The critique should address the same areas assigned to the debate teams. Verbal summaries should be presented also. A winner can be named if desired.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria (Competency Builders)	Excellent	Skilled	Seek Help	weight
Choice of Topic 10.0.1.2	Clearly relates to assignment as written.	Relates to assignment.	Does not relate to assignment.	
Background research 10.1.0.3 Various communication comp. builders	Research provided in depth.	Adequate research provided.	Research limited or incomplete.	
Identification of compromise 10.0.1.2, 1.0.2/3.0.9	Required compromise well defined and summarized.	Compromise defined.	Compromise incorrectly or poorly defined.	
Identification of workplace citizenship issues 10.0.1.1, 2.0.10	Citizenship issues well defined and written in detail.	Most citizenship issues defined.	Citizenship issues missing or unrelated.	
Explanation of cause & effect 10.0.1.4, 1.0.14	Cause & effect clearly defined and analyzed.	Cause & effect identified.	Unrelated to situation as stated.	

Criteria (Competency Builders)	Excellent	Skilled	Seek Help	weight
Give and receive constructive criticism 10.0.1.5, 4.0.3	Criticism so well handled it's not recognizable	Gives and receives criticism in an acceptable manner	Criticism not graciously offered or received	
Quality of written presentation 2.0.10	Detailed and well written; neatly formatted with excellent content	Well written and organized	Lacking in content poorly presented	
Quality of oral presentation	Persuasive, logical, creative, clear, and concise.	Logical and clear.	Unclear, organization weak.	
Finish Time:		**Score:**		

Portions of this assessment were submitted by: John W. Romick, Belmont Career Center

Program: EMPLOYABILITY SKILLS
Unit: 11 - LEADERSHIP

Competency: 11.0.2 Demonstrate Effective Teamwork Skills.

Terminal Performance Objective (Outcome):

Given a variety of materials to construct a tower strong enough to hold a can of pop, demonstrate effective teamwork skills. Analyze the group interaction and results, and report to class. The process and results must be judged "skilled" by instructor, peers, and self.

Competency Builders/Pupil Performance Objectives (Criteria):

1. Identify the characteristics of a valuable team member.
2. Identify methods of involving each member of a team.
3. Contribute to team efficiency and success.
4. Determine ways to motivate team members.

Applied Academics Competencies

COMMUNICATIONS

MATHEMATICS

Equipment, Supplies, and Other Resources to be Provided:

EMPLOYABILITY SKILLS textbook, " Learning for Earning " ch. 12, Teamwork.

Per group: Envelope containing

- 1-8-1/2" x 11" construction paper
- 1-full can of pop
- 1-paper clip
- 1-measuring tape line
- 1-rubber band
- 10-flexible straws
- 24" of kite string
- 1-index card

Preparations Before Assessment Starts:

Divide students into groups of 3 or 4. Designate a group leader. Group leader will place the can of pop on the tower.

Task:

Given 20 minutes, Construct the highest tower using all or part of the material in the envelope.

The tower must be strong enough to hold a 12 oz. can of pop.

Measurements will be taken by the instructor from the top of the desk the tower is resting on, to the top of the pop can. This will be a vertical measurement.

The team leader will position the pop can on the tower. And can be positioned vertically or horizontally.

3 tries to position pop can. No adjustments can be made between tries.

Be able to have a team member explain the good and bad ideas the group had for the tower. Discuss how you were able to contribute to team efficiency and success.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Skilled**	**Seek Help**	**Weight**
Contribute to team efficiency and success	Contributed and showed leadership qualities.	Contributed to the team.	Just sat there and watched others contribute to the team.	
Motivate team members	Motivated other team members and offered only constructive criticism.	Seemed motivated to succeed.	Did not seem that he/she could get involved. Lacked self-esteem.	
Analyzed group interactions	Identified effective teamwork skills. Identified ineffective activities or outcomes.	Identified ineffective skills and some effective.	Could not identify skills involved.	
Results	Identifies process to achieve result.	Identifies some of the processes leading to results.	Could not identify processes leading to results.	
Finish Time		**Score**		

Portions of this assessment were submitted by Paul Bickmeier, Belmont Career Center.

Program: **EMPLOYABILITY SKILLS**
Unit: **11 - LEADERSHIP**

Competency *11.0.3:* ***Utilize effective communication skills.***

Terminal Performance Objective (Outcome):

Prepare a written and oral report which demonstrates effective communication skills. You may use notes for the oral presentation. The written document and oral presentation must be judged "skilled" for all criteria.

Competency Builders/Pupil Performance Objectives (Criteria):

1. Identify the importance of listening.
2. Demonstrate effective listening skills.
3. Demonstrate assertive communication.
4. Recognize the importance of verbal and non-verbal cues and messages.
5. Analyze written material
6. Prepare written material.
7. Give and receive feedback.
8. Communicate thoughts.
9. Use appropriate language.
10. Follow verbal and written instructions.
11. Demonstrate effective telephone techniques.
12. Identify technology in communications

Applied Academics Competencies

COMMUNICATIONS

4.0.1.1

MATHEMATICS

Some topics may apply

Equipment, Supplies, and Other Resources to be Provided:

Manufactures guidelines for tools/equipment.

Preparations Before Assessment Starts:

Have student select tools/equipment.

Task:
Demonstrate a tool or machine related to your trade area or of interest. Prepare your demonstration by:

1. Writing a list of procedures to follow in operating this tool or machine in an orderly fashion. Using manufactures guidelines.
2. Demonstrate the tool or machine to the class safely and articulately.
3. Show assertiveness during your presentation.
4. Use appropriate language.
5. Give and receive feedback. (ask questions)

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent** 3	**Skilled** 2	**Seek Help** 1	**Weight**
Demonstrate Assertive Communication	Maintained class control throughout the presentation	Maintained class control somewhat	Could not control the class.	
Analyze written material	Arranged in an orderly and neat fashion. Good punctuation. Typed.	Orderly fashion sentences and punctuation good.	Not in an orderly fashion. Broken sentences.	
Prepare written material	Prepared written material in detail using manufacturers guidelines.	Prepared written material using manufacturers guidelines, some details missing.	Not legibly prepared.	
Give and receive feedback	Got students involved. Asked questions and gave appropriate feedback.	Asked questions and gave appropriate feedback.	Had trouble handling questions asked.	
Communicate thoughts	Used visual aids other than tool or machine. Was clear and concise.	Was clearly understood.	Did not use tool or machine.	
Use appropriate language	Well mannered. Avoided slang words. Spoke articulately.	Appropriate language. Spoke clearly.	Did not speak clearly. Used slang and/or poor grammar.	

Criteria *(Competency Builders)*	**Excellent** 3	**Skilled** 2	**Seek Help** 1	**Weight**
Follow verbal and written instruction.	Followed all the written and verbal instructions. Well prepared.	Followed verbal and written instruction.	Did not follow instructions.	
Finish Time		**Score**		

Portions of this assessment were submitted by Paul Bickmeier, Belmont Career Center.

Program: EMPLOYABILITY SKILLS
Unit: 2 - Entrepreneurship

Competency 12.0.1: Evaluate the role of small business

Terminal Performance Objective (Outcome):

Using unlimited resources, write a newspaper article which evaluates the role of small business. The article must be judged "acceptable" according to the rubric.

Competency Builders/Pupil Performance Objectives (Criteria):

12.0.1.1 Identify the impact of small business on the local economy
12.0.1.2 Examine the relationship of small business to a national (USA) and global economy
12.0.1.3 Identify factors that contribute to the success of small business
12.0.1.4 Identify factors that contribute to the failure of small business.

Applied Academics Competencies

COMMUNICATION
Organizational skills
Summarization skills
Written communication skills

Equipment, Supplies, and Other Resources to be Provided:

Preparations Before Assessment Starts:

Task:
You are to write an article for your school paper on factors that contribute to the importance of small business to your local economy.

Student:	
Teacher or Designee:	
Date:	
School/Employer:	
Start Time:	

Criteria *(Competency Builders)*	**Excellent**	**Acceptable**	**Unacceptable**	**Weight**
Evaluate the small business community	Looked at the entire business community and evaluated as a whole	Looked at just the small business community and evaluated as a specific group	Did not look at a large enough sampling of small business to compile an evaluation	
Collect and organize data	Contacted a large number of community businesses to gather information and used organizational skills	Contracted expected number of community business and used some organization	Unorganized information and could not explain the importance of small business to the community	
Analyze and organize data.	Appropriate analysis from gathered data, logically organized and written	Appropriate analysis, but based on incorrect data	Weak evaluation and illogically written	
Written report	Logical, neat, and clear. Has audience appeal and is creative. Has no grammatical errors.	Logical, neat, clear, and has no grammatical errors.	Unorganized, unclear, and contains grammatical errors.	
Finish Time		**Score**		

Portions of this assessment were submitted by Nancy Roach, Miami Valley Career Technology Center